

**The History Center Internship Portfolio**

An Honors Thesis (HONRS 499)

by

Julia D. Hunt

Thesis Advisor  
Michael Wm. Doyle

A handwritten signature in black ink, reading "Mr. Doyle", is written over a horizontal line.

Ball State University  
Muncie, Indiana

31 May 2005

Graduation: May 2005

## Abstract

As a public history undergraduate major, an internship is part of the degree requirement. I completed my internship at The History Center, a part of the Allen County/Fort Wayne Ind. Historical Society. Working under Walter Font, Curator, and Todd Pelfrey, Education Director, I learned aspects of registration, cataloging, conservation, and exhibition with most of my time devoted to museum education and curatorial responsibilities. The full-time unpaid internship commenced on January 4, 2005 and concluded on April 28, 2005. I kept a Work-Log and a daily Reflective Journal to document the experience for myself and future public history interns. The work-log and journal were combined with reports and documents generated during the internship to create this portfolio.

## Acknowledgments

-I would like to thank Dr. Michael Wm. Doyle for advising me throughout the thesis process.

- I would also like to thank Walter Font, Todd Pelfrey, and the staff of The History Center for supporting and guiding me through the internship experience.

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Tuesday, November 9, 2004

Julia Hunt  
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Muncie, IN 47304

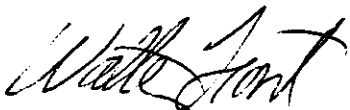
Dear Julia,

Todd Pelfrey and I wish to offer you an internship at The History Center in Fort Wayne. We expect the internship to begin on 4 January and end on or about 28 April 2005. The weekly schedule will be Monday through Thursday (32 hours) plus additional hours to fulfill your requirement for academic credit. This is not a paid position, although educational work at the Richardville House on weekends is paid.

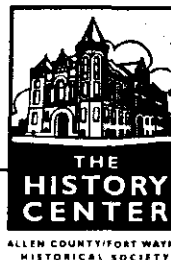
As we discussed during your interview on 27 October, you will work as a curatorial assistant and also assist Todd in the education department. The objective is to give you the opportunity to learn about various museum operations such as, registration, cataloging, conservation, education programs, and to some extent, exhibition. The work will involve daily routine functions as well as special projects.

We are looking forward to seeing you in January.

Sincerely,



Walter Font  
Curator



Dr. Michael Wm. Doyle  
Ball State University  
Department of History  
Burkhardt Bldg. 213  
Muncie, IN 47306-0480

Office Phone: 765-285-8732  
E-mail: mwdoyle@bsu.edu  
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## HIST. 300/369: PUBLIC HISTORY INTERNSHIP PROGRAM

### Deadlines for Submission of Written Work

Intern's Name: Julia Hunt  
Fall \_\_\_ Spring X Summer \_\_\_ 2005

Semester:

#### Placement Site & Location:

Allen County/Fort Wayne Historical Society, Fort Wayne, Ind.

Course No. & Sec: Hist 300 X: 001 \_\_\_ 002 \_\_\_ 003 X 004 \_\_\_; Hist 369 \_\_\_: 001 \_\_\_ 002 \_\_\_ 003 \_\_\_ 004 \_\_\_  
Honors 499 X [Section 001]

[Note: These deadlines are the dates by which materials that are due must be in the hands of the Program Director. For items that can't be faxed or emailed, the Intern should post them 3-5 business days (i.e., not counting the weekend, since there is no campus delivery then) in advance of the deadline when using 1<sup>st</sup>-class USPS Mail.]

#### Internship Formal Offer and Position Description [due prior to start of internship]:

17 Nov 2004

#### Intern Agreement Form [3 copies of signed form due prior to start of internship]:

4 Jan 2005

#### Portfolio Project Proposal and Internship News Release [due at 1/5th point in internship term]:

25 Jan 2005

#### Part 1: Work-log, Reflective Journal, Midterm Report [due at half-way point of internship term]:

25 Feb 2005

#### Part 2: Work-log, Reflective Journal, Final Report [due one week prior to end of internship term]:

22 April 2005

**Portfolio: Finished Draft** [due one week prior to end of internship term]:

22 April 2005

**Final Drafts of Portfolio; Parts 1 & 2 of Work-log and Reflective Journal; and Final Report Draft**

[due one week after return of critiqued finished draft]:

**Intern Performance Evaluation Form** [to be completed by Site Supervisor and submitted by final

day of internship term]: 28 April 2005

**Comments:**

Dr. Michael Wm. Doyle  
Ball State University  
Department of History  
Burkhardt Bldg. 213  
Muncie, IN 47306-0480

Office Phone: 765-285-8732  
E-mail: [mwdoyle@bsu.edu](mailto:mwdoyle@bsu.edu)  
Fax: 765-285-5612  
Webpage: [http://www.bsu.edu/web/mwdoyle/hist\\_300-369/index.htm](http://www.bsu.edu/web/mwdoyle/hist_300-369/index.htm)

## **HISTORY 300/369: PUBLIC HISTORY INTERNSHIP PROGRAM AGREEMENT**

The goals of the Ball State University Public History Internship Program are twofold:  
1) to provide an opportunity for the Intern to apply academic skills and knowledge while gaining practical work experience at an Organization or Agency whose primary mission involves collecting, preserving, or interpreting history for the general public; 2) to provide the public history Agency or Organization with the services of a student who is eager and qualified to assist it in realizing its mission during the period of the internship.

### **Terms**

The length of the internship is a fifteen-week period beginning 4 Jan 2005 and ending 28 April 2005, coinciding with the Spring '05 semester, during which the Intern will work an average of 40 hours per week for his/her organization or agency. The exact schedule shall be determined by the Site Supervisor in consultation with the Intern.

The Program Director and the Intern will be in contact during the semester on an as-needed basis. Prior to the first day of the semester, the Intern and the Site Supervisor shall meet to draw up a formal "job description" which sets forth the Organization's or Agency's expectations and requirements regarding the term and conditions of the Intern's work assignment. This description will be reviewed by the Program Director to ensure that it is both professionally appropriate and proportionate to the number of academic credits for which the student has registered in the internship course History 300 or History 369 (e.g., 3 credit hours = 150 hours of work at the site during the semester; 6 credit hours = 300 hours; 9 credit hours = 450 hours; 12 credit hours = 600 hours). Once the description has been approved by the Program Director, the internship may formally commence.

The agency or organization is encouraged to provide opportunities for the Intern to become acquainted with or involved in activities related to its overall management and operations. These might typically include participating in behind-the-scene tours of its facilities, attending staff meetings and training workshops, and speaking with staff members regarding their responsibilities. In exchange, the Intern will be expected to provide beneficial assistance to the Organization or Agency through her/his work on service-related, technical, and problem-solving activities. During the final week of the internship, a brief evaluation form (supplied by the Program Director) shall be completed by the Site Supervisor which assesses the overall quality of the Intern's work for the Organization or Agency.

The Intern shall keep a daily work-log and reflective journal over the course of the semester. This must be submitted to the Program Director in two parts: part one, covering weeks 1-8, is due by the end of week 8, along with a typed, five-page, double-spaced interim report assessing his/her internship experience to that date; part two, covering weeks 9-15, is due by the last day of instruction in the semester. Accompanying part two will be a typed, ten-page, double-spaced final report by the Intern addressing the entire semester's learning experience, along with a portfolio project tailored to the Intern's work assignment, the specifics of which must be approved by both the Site Supervisor and the Program Director by no later than the end of week 5. All of these items will be critiqued by the Program Director and, together with the written evaluation of the Intern's work by the Site Supervisor, will be used by the Program Director in determining the Intern's final grade for the course.

The Program Director reserves the right to terminate or abridge the agreement at the written request of the University, the Agency or Organization, or the Intern.

---

I understand and will comply with the terms of the Public History Internship Program, as administered by the Ball State University Department of History, under the supervision of Dr. Michael Wm. Doyle, Program Director.

<u>Walter Lantz</u>	<u>Curator</u>
INTERNSHIP SITE SUPERVISOR:	TITLE
<u>Allen County/Fort Wayne Historical Society</u>	
AGENCY / ORGANIZATION NAME	DATE
<u>Julia D Hunt</u>	<u>DEC 14 2004</u>
INTERN: <u>JULIA HUNT</u>	DATE
<u>MW Doyle</u>	<u>DEC 14 2004</u>
PROGRAM DIRECTOR: Michael Wm. Doyle	DATE



## OUTLINE OF MUSEUM FUNCTIONS

### RESOURCES

Collections  
Registration & Cataloging (Collection Management)  
Conservation of Collections  
Collection Maintenance

### RESEARCH AND DEVELOPMENT

Local History Research  
Artifact Research (Historical Research & Interpretation)  
Interpretation  
Planning

### THE PRODUCT

Exhibits  
Publications  
Demonstrations (Educational Programs)  
Tours  
Work Shops  
Presentations  
Web Sites

### SUPPORT

Administration  
Funding  
Promotion/Advertising  
Facilities  
Maintenance

This handout was  
given to me during  
my orientation to  
illustrate museum  
functions.

## Hometown News Release

University Communications Dr. Michael Wm. Doyle, Director  
AC Building, Room 224 Public History Internship Program  
Ball State University Burkhardt Building 213  
Muncie IN 47306 Ball State University  
Office: (765)285-1560 Muncie, IN 47306-0480  
Fax: (765)285-5442 Office: (765) 285-8732  
E-mail: <ucomm@bsu.edu> Fax: (765) 285-5612  
Internet: [www.bsu.edu/web/news/aboutur/](http://www.bsu.edu/web/news/aboutur/) Email: <mwdoyle@bsu.edu>

***Please return this form to your Advisor by no later than the end of the third week of your internship.*** He will then forward the form to University Communications.

Please print clearly or type.

---

### Reason for News Release:

To announce a BSU undergraduate History major's internship placement (see over).

### Name and phone number of person who can answer questions regarding this information:

[See above, top right]

**Name:** (First, Middle Initial, Last)

Julia D. Hunt

**Home State:** Indiana

**Home County:** Knox

**Hometown Address:** (Street, City, Zip)

810 Pifferskamp Ave, Vincennes, IN 47591

**Local (i.e., Ball State) Address and Phone Number (or Other Residence during Internship):** (Street, City, State, Zip, Phone)

1207 1/2 W. Washington Blvd., Apt 3, Fort Wayne, IN 46802  
260-415-3636

☐ Freshman ☐ Sophomore ☐ Junior ☒ Senior

☐ Graduate Student      Year \_\_\_\_\_

Major(s): History, Option 2: Public History Internship and \_\_\_\_\_

Minor(s): French

☐ Male ☒ Female

Social Security Number: 313-92-9093

Father/Guardian's Name: Robert Hunt

Address: 13851 N. Limecrest Rd. City: Edwardsville State: IL  
Zip: 62226

Mother/Guardian's Name: Lou Anne Hunt

Address: 810 Pittsfield Ave. City: Vincennes State: IN  
Zip: 47691

I give permission for a news story to be released to my hometown newspaper.

Student Signature: Julia B. Hunt  
Date: 1/24/05

Name(s) of Hometown Newspaper(s):  
Vincennes Sun-Commercial

In a paragraph or two below, present a detailed account about your internship placement, including the exact name and location of the institution or agency, the name and title of your site supervisor, your starting and completion dates, whether your position is part-time or full-time and paid or unpaid, and the range of duties in which you'll be in

- see attached

Press Release  
Julia Hunt

The internship is at The History Center, a part of the Allen County/Fort Wayne Historical Society, at 302 E. Berry Street, Fort Wayne, IN 46802. Working under Walter Font, Curator, and Todd Pelfrey, Education Director, the position involves all Museum activities, but focuses primarily on curatorship and museum education. The full-time unpaid internship commenced on January 4, 2005 and will conclude at the end of April.

Julia Hunt  
Hist 300.003  
25 Jan 2005  
Project Proposal

The spring 2005 internship at The History Center consists of various duties in museum operations. I will learn aspects of registration, cataloging, conservation, and exhibition with most of my time and energy devoted to museum education and curatorial responsibilities.

The primary projects that I will be working on as a curator assistant include working on current accessions and conducting research and preparing exhibits on Native American and other themed displays. Accessioning artifacts and archive material includes tagging or marking objects, entering data, recording locations, and completing the accession file. The Native American and possibly others displays will be installed soon and duties will include researching possible artifacts for the case and helping assemble the display. Projects I will be immersed in as an assistant in educational programs consist of researching themes and comprising text for a Traveling Image Case and assisting with preparation and fabrication of "Foolhardy History." The Traveling Image Case consists of images relating to Allen County/ Fort Wayne history that circulate within area schools. I will research and add informational text for the case providing knowledge of the area to students, teachers, and myself. "Foolhardy History" is a family-fun program that is being prepared for the weekend of April Fools Day, and I will help with the preparation, fabrication, and possibly initiation. Various others tasks will be assigned to me throughout the internship, and some will overlap between the departments.

The goals I intend to achieve include completing the 600 hours necessary for the internship and the projects on which I will be focusing. My goals within the project involve completing the tasks without asking minute questions to achieve the end of the project more efficiently and promptly. Also, through the internship, I would like to learn the workings of a museum, the necessary tasks, and employee relations to provide a productive environment for the staff and visitors. I want to be familiar with the many professions in the museum so I will be prepared later for a museum occupation.

I expect the projects to take up the majority of my time at the internship, but I also am expecting to receive many projects in between that will receive priority. I am expecting to learn, but not without hard work and observation, through the internship experience to prepare myself and resume for a future career.

Julia Hunt  
Hist 300-003, Honors 499-035

Midterm Work-Log

December 14, 2004            1.5 hrs  
Internship Orientation, Ball State University

**Week Total   1.5 hrs**

January 4, 2005  
History Center            6 hrs  
Home                        .25 hr

January 5, 2005  
History Center            4.5 hrs  
Home                        3 hrs

January 6, 2005  
History Center            8 hrs

January 7, 2005  
History Center            4.5 hrs  
Home                        .25 hr

**Week Total   26.5 hrs**

January 10, 2005  
History Center            8 hrs  
Home                        .5 hr

January 11, 2005  
History Center            8 hrs

January 12, 2005  
History Center            8 hrs

January 13, 2005  
History Center            7.75 hrs  
Home                        .5 hr

**Week Total 32.5 hrs**

January 17, 2005		
History Center	8 hrs	
January 18, 2005		
History Center	8 hrs	
Home	.25 hr	
January 19, 2005		
History Center	8 hrs	
January 20, 2005		
History Center	8 hrs	
Home	.25 hr	
<b>Week Total</b>	<b>32.5 hrs</b>	

January 24, 2005		
History Center	8.25 hrs	
Home	.5 hr	
January 25, 2005		
History Center	8 hrs	
January 26, 2005		
History Center	7.75 hrs	
January 27, 2005		
History Center	8 hrs	
Home	.5 hr	
<b>Week Total</b>	<b>33 hrs</b>	

January 31, 2005		
History Center	8 hrs	
February 1, 2005		
History Center	8 hrs	
Home	.25 hr	
February 2, 2005		
History Center	8 hrs	
Home	.25 hr	
February 3, 2005		
History Center	8 hrs	



Home	.25 hr
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<b>Week Total</b>	<b>32.75 hrs</b>
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February 7, 2005

History Center	8 hrs
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Home	.25 hr
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February 8, 2005

History Center	8 hrs
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February 9, 2005

History Center	8 hrs
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February 10, 2005

History Center	8 hrs
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Home	.25 hr
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<b>Week Total</b>	<b>33 hrs</b>
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February 14, 2005

History Center	8 hrs
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Home	.25 hr
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February 15, 2005

History Center	8 hrs
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February 16, 2005

History Center	8 hrs
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February 17, 2005

History Center	10 hrs
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Home	.5 hr
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<b>Week Total</b>	<b>34.75</b>
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February 21, 2005

Home	3 hrs
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February 22, 2005

History Center	7.5 hrs
----------------	---------

February 23, 2005

History Center	8.5 hrs
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Home	.5 hr
------	-------

February 24, 2005	
History Center	8 hrs
Home	1 hr
<b>Week Total</b>	<b>28.5 hrs</b>

**Part I Subtotal 255 hrs**

February 28, 2005	
History Center	8 hrs
March 1, 2005	
History Center	8 hrs
Home	.25 hr
March 3, 2005	
History Center	8 hrs
March 4, 2005	
History Center	8.5 hrs
Home	.5 hr
<b>Week Total</b>	<b>33.25 hrs</b>

March 7, 2005	
History Center	8 hrs
Home	.25 hr
March 8, 2005	
History Center	8 hrs
March 9, 2005	
History Center	8 hrs
Home	.25 hr
March 10, 2005	
History Center	8 hrs
March 11, 2005	
History Center	5 hrs
Home	.5 hr
March 12, 2005	
History Center	2.5 hrs
<b>Week Total</b>	<b>40.5 hrs</b>

March 14, 2005		
History Center	8 hrs	
March 15, 2005		
History Center	7.75 hrs	
Home	1 hr	
March 16, 2005		
History Center	7 hrs	
March 17, 2005		
History Center	8 hrs	
Home	.5 hr	
March 18, 2005		
History Center	7 hrs	
<b>Week Total</b>	<b>39.25 hrs</b>	
March 21, 2005		
History Center	8 hrs	
Home	2 hrs	
March 22, 2005		
History Center	8 hrs	
Home	.75 hr	
March 23, 2005		
History Center	8 hrs	
March 24, 2005		
History Center	8 hrs	
Home	.5 hr	
<b>Week Total</b>	<b>35.25 hrs</b>	
March 28, 2005		
History Center	8 hrs	
March 29, 2005		
History Center	8 hrs.	
Home	.5 hr	
March 30, 2005		
History Center	8.5 hrs	

March 31, 2005		
History Center		9 hrs
Home		.5 hr
April 1, 2005		
History Center		7 hrs
April 2, 2005		
History Center		7.5 hrs
<b>Week total</b>		<b>49 hrs</b>
April 4, 2005		
History Center		8 hrs
Home		.5 hr
April 5, 2005		
History Center		8.5 hrs
April 6, 2005		
History Center		8.5 hrs
Home		1 hr
April 7, 2005		
History Center		8 hrs
Home		1 hr
<b>Week total</b>		<b>35.5 hrs</b>
April 11, 2005		
History Center		7.5 hrs
Home		2 hrs
April 12, 2005		
History Center		8 hrs
April 13, 2005		
History Center		8 hrs
Home		.5 hr
April 14, 2005		
History Center		8 hrs
Home		.25 hr
<b>Week total</b>		<b>34.25 hrs</b>

April 18, 2005		
History Center		8.25 hrs
Home		1 hr
April 19, 2005		
History Center		8 hrs
Home		1.5 hr
April 20, 2005		
History Center		8.5 hrs
Home		2 hrs
April 21, 2005		
History Center		8 hrs
Home		1.75 hrs
	<b>Week total</b>	<b>39 hrs</b>
April 25, 2005		
History Center		7 hrs
Home		1.5 hrs
April 26, 2005		
History Center		8 hrs
April 27, 2005		
History Center		8 hrs
Home		.5 hr
April 28, 2005		
History Center		9 hrs
	<b>Week total</b>	<b>34 hrs</b>
May 2, 2005		
Home		4 hrs
May 10, 2005		
Home		1 hr
	<b>Part II subtotal</b>	<b>345 hrs</b>
	<b>Semester total</b>	<b>600 hrs</b>

Julia Hunt  
Hist 300-003, Honors 499-035

Walter- Curator, supervisor  
Todd- Education Director, supervisor  
Randy- Education Coordinator  
Andrew- Exhibitor  
Donn- Executive Director  
Julie- Marketing and Administration Coordinator  
Bob- Community and Project Coordinator  
Kelly- Facilities Coordinator

### **The History Center Internship Reflective Journal**

Tuesday January 4, 2005

Today was what I expected would be the typical beginning of an internship. The morning was full of introductions and a general overview. I was introduced to the dichotomy in the museum by Todd, the education coordinator I will be working with. He explained that Walter is organized, a list-maker, and prepared. Todd described himself as laid-back, less organized, and more liable to not have anything prepared for me because he is likely to forget. I left early after an introduction to the orientation room and hands-on history display cases for school groups and visitors. I am excited about beginning my internship, but a little nervous and reserved as I am in any new situation. I cannot wait to become immersed in the experience instead of just observing.

Wednesday January 5, 2005

I was about fifteen minutes late today because when I went to start my car this morning, it did nothing. I went back up to my apartment and grabbed a bag to throw my things in, and began to walk to the museum. It was a challenge because the sidewalks were covered in a thin layer of ice which not only slowed me down, but provided comic relief for some drivers who

watched me slip on several occasions. When I arrived safely at the museum Walter provided more tutorials and gave me a handout outlining museum activities. He explained the purpose of every function, and how the responsibilities of the individual employees cross over, especially in a middle-size museum. As was discussed in the History 240 class, a small museum employee does many duties that would be spread among several employees and departments in a large museum. The mid-size museum provides separate responsibilities, but also opportunities to cross over into other fields, which relieves the monotony of a specialized task. In the afternoon we were told the museum would close at two due to the impending ice storm. Todd gave me some reading I could do at home that afternoon to acclimate me to Allen County and Fort Wayne history. I hitched a ride back to my apartment and read in the afternoon.

Thursday January 6, 2005

In the morning Walter had me read through the museum manual for cataloging and a catalog for nomenclature. The objects in the database need to be consistent in their naming making it easier to find them when searching the database. Walter then had me begin on an acquisition from Superior Essex wire corporation that was not complete. I entered the objects, numbers, and description in the database. Identifying the exact name for objects was difficult. I had to find the object, or a very similar object if it was not listed in the nomenclature catalog, and choose the best name based on its use. The time spent on choosing the perfect object term may seem useless, but it is necessary for searching the database by object name. I was surprised and relieved that he let me work with little interaction. I thought he would look over my shoulder because he seems to want things done a certain way. He probably is just glad to have more help with his mounting tasks.

Friday January 7, 2005

Today I went in to work a half-day since I began my work week on Tuesday. Most weeks I will only work Monday through Thursday and come in on Fridays only when I need extra hours or the museum needs extra help. Walter was not back from the off-site storage area when I first arrived, so Todd introduced me to the traveling image case. I reorganized the panels from the nine thematic categories concerning Allen County history back into their original and logical order. For the rest of the afternoon I worked upstairs with Walter on the Superior Essex acquisition. I numbered all twenty-six objects with a semi-permanent label in an inconspicuous area. I again was surprised that Walter gave me a few basic instructions, and then let me mark on the objects with nail polish and ink. I cleaned the objects first so the number would stay, and many of those wire spools were filthy. Some of the spools and other objects had a very small surface to mark. I guess if I messed up, he could remove the number with acetone.

Monday January 10, 2005

Today I acquisitioned objects that I thought were very peculiar: parts of a personal computer. The computer belonged to the Historical Society and is younger than I am. It made even me feel old to enter objects similar to what I used in grade school into the database. It makes me wonder what the museum would ever use a computer for, but I guess other people from the past would not think that arrowheads or postcards would ever be important in later years. In the afternoon I started working on the research and descriptions for the Traveling Image Case, a collection of historic images that is sent to area elementary schools. I also



watched some of the short videos in the orientation room on the video kiosks to begin my research and to understand the themes of local history in general.

Tuesday January 11, 2005

Today I continued to work on the computer acquisition, and also began finding some items for a researcher. A man was interested in seeing some artifacts dealing with the Indiana 30<sup>th</sup> Volunteer Infantry. I found a flag that was carried by the infantry in the Civil War. It is made of silk, and is rapidly deteriorating. While the flag was out, Walter and I did some minor conservation, such as wrapping it in acid-free tissue and paper. I then wrote a condition report describing the current state of the flag, and the measures we took to preserve the flag. This project reminded me of when I saw a flag being restored at the Smithsonian. The amount of conservation I did is minimal compared to the massive and expensive work done at the Smithsonian. In the afternoon in the education department, I was given a school group introduction regarding the booking process of the groups. I then continued to research and write captions for the Traveling Image Case.

Wednesday January 12, 2005

Today I went back and finished Superior Essex acquisition by printing the accession record, and printing and filing the cards for the objects. I had left the project for Walter to review, and he marked a few minor revisions to make. I went back and adjusted a few of the descriptions, and dates that had been done previously by another museum employee. Later, I was working on the Traveling Image Case, and was reminded of my dislike for Windows 95. I was working on the captions, and went to open a different Works window which closed my

previous file. The file closed and I had lost all of the work I had done today. The museum has several computers but only a few of them have up-to-date software and operating systems. There is one computer with Windows XP, and the rest have Windows 98 or earlier operating systems that are probably the software initially installed. Lack of funds seems to be the main reason for all the inconsistency and outdated technology. As a result of my experience, I will be pressing the save button a lot more in the future.

Thursday January 13, 2005

With Walter this morning, I renumbered some spinning wheels which had been on display, but were moved for the upcoming Native American exhibit. I had to look through the database because the number on one wheel was illegible. It showed me the importance of numbering properly, so it would save someone, if not me, time in the future. Later I saw the acquisition process from the beginning when a lady brought in a Lincoln bank bottle. I also looked through several boxes of G.A.R. ribbons and memorabilia to find objects pertaining to the 30<sup>th</sup> Volunteer Infantry in preparation for the researcher who is interested in the Civil War soldiers. It takes quite a bit of preparation before a researcher even comes to begin his or her research. In the future, I will prepare more effectively and request specific information before I ask for help in my research. In the afternoon, I worked again on the Traveling Image Case, and after that I took a field trip to the Richardville House, a historical house museum located off-site. It is the oldest home belonging to a Native American, namely Jean Baptiste de Richardville, in the area. The Historical Society acquired the property in 1991, and docents, including Miami Indian descendants, provide tours in the summer. Randy showed me the restorations they had done to the house such as the new carpet on the staircase and the windows that were added later

to face the road that was not present when the structure was built. I know one source that was used for the restoration was an old photograph of a man sitting on the back porch. They were able to restore the old porch from the photo, information that would not be found in other available records.

Monday January 17, 2005

In the morning Walter gave me an explanation of the inventory that took place in the early 1990s for a few years, and how the objects were tagged. The yellow tags on items have just an inventory number and no matching record. The multiple catalogs and improper marking of the objects have left four-thousand artifacts without a history or provenance. Past curators, some of them volunteer, did not keep the best records and that has created a problem for the current staff. I then acquisitioned some photographs into the archives. I looked in the catalog at the other catalog descriptions and also in the cataloging manual before writing the descriptions for the various photographs. In the afternoon I looked through past calendars and listed the school groups that have booked in the last few years and marked those that have not yet scheduled a visit this year. The schools that have not booked a visit for the year will be called to see if they are interested in scheduling a trip for the school year.

Tuesday January 18, 2005

Today I continued to work with the photos being accessioned into the archives. In the afternoon Todd gave me a short lecture about school groups and the importance of tailoring to the audience of a particular group. He began mentioning a book for me that would be good to read, but he could not remember the author. From his brief description, I asked if the author was

Mike Wallace, and if the book was *Mickey Mouse History*. He was very impressed that I knew the book, and that I actually read the book in an undergrad class. Todd was referring to the article about the *Enola Gay* controversy at the Smithsonian's National Air and Space Museum in presenting difficult subjects to the public. I later worked on the school group confirmation letters and then on the Traveling Image Case.

Wednesday January 19, 2005

In the morning I again continued accessioning the photographs for the archives. Later, I learned how to dry mount while helping Andrew with the glacier exhibit. I made a lasting impact on the museum with one particular dry mounting project-- the signs for the restroom doors. In the afternoon Todd sent me on an errand to the African American Historical Museum to pick up some brochures, and then addressed letters to be sent to the teachers as confirmation for their upcoming field trips. The History Center is just beginning to develop a relationship with the African American Historical Museum. In the past the two museums have had little interaction because of stereotypes and competition. The museums showcase different exhibits to different audiences. The small African American Historical Museum caters to that section of the community with native and collected objects in exhibits. The History Center provides exhibits on several subjects including overlooked sections of the population such as African Americans, women, and soon Hispanics. After that, I of course returned to working on the Traveling Image Case.

Thursday January 20, 2005

I finished up the archive photographs and postcards that were also part of the acquisition, but did not require catalog cards. Walter and Andrew “volunteered” me to help Andrew dry mount more exhibit material today since Todd was taking a vacation day. I definitely did not have a good afternoon working with Andrew. There is so much down time working while dry mounting, especially since Andrew did not want me to do much of the work other than the daunting, annoying tasks. Todd had left me some work to do, and one was a mounting project with Andrew, so I went to get the project. Andrew did the project with little input from me or the instructions, as I stood idly by. I was frustrated that I could not do what Todd and I wanted for the project because I was not allowed to use certain equipment. It seems that Andrew is a perfectionist who likes things done a certain way and does not like suggestions from others. If someday I were in Andrew’s place, I would try to give the intern as much involvement in the process as possible; the learning experience would then be memorable and positive.

Monday January 24, 2005

Today I witnessed my first school group at The History Center. Eventually, I am supposed to develop a short two- to three- minute presentation of my own to give to school groups, which I am not thrilled about since I am a quiet person, not familiar with Allen County history, and fourth-graders are an unpredictable audience. While I am quiet I have become more outgoing throughout my life and intend to conquer my shyness. During the group tour I mostly observed and then guarded the Smithsonian exhibit so it would not be harmed. The children are given a “Discovery Guide” to help them absorb more knowledge from the static exhibits. While there are some interactive exhibits, they are often not used during school groups because of time constraints. To get the maximum experience from the museum, school groups should bring only

one or two classes and should maybe schedule more time in the museum. In the afternoon I cleaned a frame for a picture which will be displayed soon. First, I vacuumed the frame and used a brush to sweep dust into the nozzle. Then I used rags, but also cotton swabs for the tedious parts.

Tuesday January 25, 2005

I helped with another school group today, and then briefly talked about programming logistics for the "Foolhardy History" program on April Fool's weekend. Todd gave me a general overview of the artifacts they will be showcasing: those that have an interesting or unbelievable story behind them. In the afternoon I finished cleaning the frame and its rabbit, the frame within the frame. I then lined the frame with a soft paper to protect the painting from the dirt of the frame. I also helped Andrew with some mounting, and did some research for a description of the painting (for the frame that I am cleaning) that will be hung for display. I feel like I am impacting the museum by helping with this project from beginning to end.

Wednesday January 26, 2005

This morning Walter and I hung the painting of Francis Comparet, one of the early settlers in Fort Wayne. I even used a light meter to measure the amount of light to decide if the light was too harsh or more light needed to be added. I then worked with Andrew on mounting and finished the short description for the painting complete with a before and after photo showing the restoration process. I finally am seeing his vision for the glacier exhibit. Before I thought the exhibit was going to be bare and not self-explanatory, but it makes more sense as more items are printed and mounted. I do not like working with Andrew because of the down-

time involved, especially after printing problems, and he does not like to let others touch certain things in his world. I just continue to be positive around him and do what he says to “kill him with kindness.” In the afternoon Todd gave me some returned mailings to correct the addresses and found a saved letter to reprint because of a rip. Then I called some of the schools that have scheduled visits to the museum in the past few years but have not scheduled for this year. I listened to several messages, talked to a few educators who will call back in a few days, and even booked one school for a visit. The administration likes to see school groups come in because admission is provided by the Heritage Education Fund. The school groups from Allen County are likely to come because they do not have to pay admission themselves and the money comes to the museum from the fund.

Thursday January 27, 2005

In the morning I started to clean the other frame, the one belonging to the painting of Francis Comparet’s wife. I then helped Andrew mount the title for the glacier exhibit, the biggest part of the display. It took two people to put the board into the mounting laminator because it had to be put in twice. In the afternoon I accomplished one of my most dreaded tasks: Todd had me talk in the loudest room in the building about an artifact to get used to talking loud, since I don’t have a strong voice. It was another small step in overcoming my shyness and fear of public speaking. After that humiliating, but empowering experience, I continued to call teachers to see if they want to visit the museum. I finished calling the schools that had visited before, and moved on to the schools that had never visited.

Monday January 31, 2005

In the morning I finished cleaning the frame for the painting of Francis Comparet's wife. Walter and I set it in the frame, but we did not permanently mount it to the frame. Walter then gave me the assignment of filing photographs. The photos of certain artifacts had been taken for an old publication about the collection. I had to identify the artifacts in the photos by the list they were on, and also find the negative number for each photo. In the afternoon I worked on the Traveling Image Case and finished the text for the four themes, the Miami, Good Government, Athletics, and Education, I have been working on. In the afternoon we had a meeting for "Our Journeys/Our Stories" the Smithsonian exhibit regarding the progress and participation of the focus days relating to the exhibition. The focus days are weekend programs that center on Latino culture and achievement to bring the public in to see the exhibit and the special programs. I also talked with Todd and Randy about possibly doing some oral history interviews to acquire information for the Hispanic-American exhibit. They were impressed by my knowledge of the process, which I learned about in Hist. 240, Intro to Public History, especially since I had never conducted an oral history interview myself. I feel that I am less of a hassle to my supervisors since I am already familiar with many things. They do not have to take excessive time to train me in their already hectic schedules. I read through the manual they had to familiarize myself with the historical society's process of conducting oral interviews.

Tuesday February 1, 2005

Today I numbered the photos of the artifacts with both the accession number and the negative number. I then filed the photos in the accession records for the items. The process was not fun, but will be beneficial in the future. I learned how to identify the photographs from the negatives and also viewed images of some of the collection that I had never seen; both aspects



should help me throughout the remainder of the semester. The school group today was cancelled because of a school delay, so Todd and I proofed the captions for the Traveling Image Case and edited some of the content. I then made the adjustments and did a little more research on a few aspects of the captions to make them more interesting to school children. It is hard to think like a fourth-grader since there has been emphasis in my education to improve writing for years. The academic writing style I have been striving to produce over that time would not interest a younger audience. It does help that I have two stepsisters who are in elementary school.

Wednesday February 2, 2005

Today the school group only had the two teachers and no chaperones, so Todd, Randy, and I volunteered to lead groups of students on the discovery guide tour. It was my first time using the discovery guide, which asks children to answer certain questions about each exhibit. It was interesting to see the students, while they were not the best behaved, interact with the exhibits. The students enjoyed seeing the exhibits with objects they could touch, even though the sign says to not touch, and the objects they are familiar with, such as the dollhouse. In the afternoon I filed the rest of the photos into the accession files. Walter and I then met with a researcher who was interested in looking at part of the archival collection. Most of the discussion was over my head since I was not familiar with the task of the researcher or the specific archive material he was interested in. Afterward, Walter introduced me to a collections management project in which I would organize material from the Hanna Homestead Children's Museum. The Work Progress Administration provided funds to start the museum in 1938 to showcase dolls in the Hanna Homestead house. The file contained the plans for the dolls, their costumes, and inventories and notes from the process. The WPA created and exhibited the dolls

to educate the children about world cultures and history and the Historical Society now preserves the dolls to interpret the Hanna Homestead Children's museum in the future.

Thursday February 3, 2005

In the morning we had another school group without parent volunteers, so I again led a group of students around the museum. It was harder to hold my particular group's attention than yesterday, and they were not as scared of the mannequin in the jail cell in the basement. The mannequin was placed in the jail cell to make the experience a memorable one and remind children that jail is a scary place. In the afternoon Walter had me fill out a survey regarding the clothing and textile collection. The museum does not have a specific collection for the clothing, it is just in the collection as a whole, so I don't think it applied entirely to the survey, but it was informative for me. I not only learned what articles are in the clothing collection, but also about the surveys the museum receives from organizations. I then went back to organizing the WPA papers into different folders.

Monday February 7, 2005

The morning began with a school group. While the students toured the museum, I photocopied evaluation forms and placed them in self-addressed stamped envelopes for the teachers to complete and return to the Education Department. The surveys will help determine strengths and weaknesses in the school group experience by asking questions regarding the video, orientation presentation, and website materials. After I handed the surveys to the teachers, I called more teachers on the list to determine their current and future interest in The History Center, and hopefully convince them take a field trip to the museum. In the afternoon I finished

organizing and filing the WPA doll papers and then Walter took me to Hayden Street, an off-site storage facility, where the dolls are stored. He wanted me to see the dolls that I had been reading about, but did not have a visual connection. The off-site storage is remarkable itself. The temperature and relative humidity are stable, which is better for the artifacts than the storage in the museum building built in 1893. When we returned he had me re-box a few others dolls that are stored at the museum.

Tuesday February 8, 2005

This morning I worked on the Traveling Image Case again by researching a few of the themes further. I had to find a few more facts such as the shoe size of the statue on the top of the Courthouse. I then updated the big calendar with the school group calendar in the Education Department because the parking lot owners need to know when events are in case the museum needs additional parking. I finished calling the remaining educators on the list, leaving many voicemails and messages for the teachers regarding prospective visits to the museum. In the afternoon I finished re-boxing the dolls and recording the new locations. I also packed several medical instruments for transportation to Hayden Street. The glass and fragile pieces had to be packed carefully for the move. I had never realized the work that goes into transporting the objects to different locations. Not only do the objects have to be transported safely, but the new locations must be recorded in the database.

Wednesday February 9, 2005

This morning I finished packing the medical equipment for Walter. There were many instruments that were duplicates or triplicates, and many could probably be de-accessioned, but

that is a daunting task in itself. Todd had just returned from his day off and was catching up, so he had me work with Julie, the Marketing and Administration Coordinator. She had me proofread a newsletter, and then also upload events to the fortwayne.com website. I added events for the Smithsonian exhibit and the lecture series. Working with Julie was different from the other staff members I have interacted before because she does not have a history background. She does her best to get people into the museum, and it is up to others to entertain them with displays and programs. The difference in working with her from the others is that she is new and not as familiar with the functions of the museum.

Thursday February 10, 2005

This morning I learned to play the player piano before the school group arrived. Randy asked me if I would like to play for the students, but I was not quite ready for my school group debut. In the afternoon Walter gave me the assignment of transcribing an oral history interview. I began the task of transcribing the rambling comments of the three elderly subjects, but was later relieved to do something else and return to transcribing later. Transcribing was difficult because I was not familiar with the subjects in the interview. It would have been easier for the interviewer himself to have transcribed the interview, but it was done fifteen years ago by a novice and later donated to the museum. Walter, Andrew, and I met to discuss the upcoming Native American case. We talked about the different artifacts we have available. They discussed not only the chronological time sequence within the case, but also in context with the gallery. They thought about how the French and British would be portrayed in the case and then jump back over to the American influence. They also discussed where the artifacts will be

placed within the case. I learned their perspectives on labeling the artifacts; they like to label directly next to the artifact instead on numbers pointing to the objects.

Monday February 14, 2005

This morning I continued transcribing the oral history interview, and then attended a staff meeting later in the morning. The main topic of discussion was two upcoming events: the Arts United celebration and the Dolores Huerta lecture both on Thursday. The Arts United 50<sup>th</sup> anniversary celebration involves the museum, along with two other museums, being open to the public for free after hours with catered food provided by Arts United, a major donor to The History Center. Dolores Huerta, a portrait sitter from the “Our Journeys, Our Stories” exhibit, is speaking for one of the focus days. She was chosen as a portrait sitter and a speaker in part because of her impact in co-founding the United Farm Workers Association. In the afternoon I printed out a stomach bitters advertisement from a newspaper on microfilm because of the connection with the Chief Richardville house. Several pieces were found on the grounds of the Richardville house during the restoration. One was a stomach bitters bottle. It is documented that Chief Richardville had stomach problems, and may well have used the bottle of bitter. Also, I went to the Allen County Public Library and searched for Chief Richardville articles on ancestry.com. I printed out any articles that mentioned the chief or his history. I learned about the ancestry.com database and searched several possibilities for his listings including, Chief Richardville, Jean Richardville, and Jean Baptiste de Richardville, and each gave different results including irrelevant listings. Many of the articles were composed during the United States Bicentennial Celebration and included some facts about my hometown, Vincennes. It is interesting to see the history of Fort Wayne connect with the history I grew up with.

Tuesday February 15, 2005

For the school group this morning I gave my talk involving the player piano, and then played the piano for the students. I give a brief history of the piano and the Fort Wayne company that made them, and then play for only a short time because the attention span of the students is not long. I am gaining more confidence each day. I also plan my presentation based on the size and demeanor of the class; I try to keep it informative, but short and sweet. After the school group left, Randy and I tested other possible music rolls that would keep the attention of the students. In the afternoon I helped Andrew with some more dry mounting for the glacier exhibit and cut some Velcro for the boards to be displayed. I then went back to transcribing more of the oral history, until Donn, Executive Director, asked me to meet with him, as he does with all the interns. He wanted to discuss the progress of my internship and my impressions of the institution. He gave me several insights from his past experience and even related personality types to the Trinity. Normally if someone spoke about Christianity to me I would feel very comfortable and open, but the way Donn presented the ideas made me doubt his sincerity. Personally, I try to set a Christian example with my life rather than promote my religion as superior. The three parts of the Trinity were related to the three ways people handle conflict; I do not remember the comparisons because they were far-fetched. He seems to be out of touch with many of the staff and the mission statement of the Historical Society. I do not know if I could handle the pressure of his job because he has to try to satisfy the wants and needs of both the staff and the board members.

Wednesday February 16, 2005

Today I copied and cut handouts for the Dolores Huerta lecture for tomorrow evening. I then looked up more articles on Chief Richardville on ancestry.com. In the afternoon I continued transcribing the oral history; I don't mind the interruptions that take me away from this task. I then helped Walter gather a few Native American items to showcase during the Art United celebration the next day. I learned the amount of work that individuals put in to make the programs work, especially two the same night in different locations. The staff has been divided as each person has his or her own task is preparing for the events.

Thursday February 17, 2005

Today I gave the school group my player piano interpretation and received spontaneous applause after playing the pedals. I was not prepared for the applause when the piano does most of the work. After the school group tour I designed and made a flyer for the Education Department to hand out at the Arts United celebration this evening. It was the first small flyer I had created for the museum and included some facts about the building the public might find interesting, such as the cost to build it in 1893. Three museums, including ours, were open free after hours as part of the 50<sup>th</sup> anniversary of Arts United, an organization that gives large funds to the History Center and many other institutions. I also looked up an obituary for a board member so it could appear in the next newsletter. That evening I helped Randy hand out the flyers and stopped people from bringing the catered food into the Smithsonian exhibit. I witnessed all the preparation that went into the event, and enjoyed talking to the visitors and tasting some food.

Monday February 21, 2005

Today I took a sick day while recovering from the flu. I worked a little at home after I finally had the energy to get out of bed at noon to work on some work.

Tuesday February 22, 2005

This morning the school group was cancelled, as many of them have, because of school delays. So I worked upstairs with Walter in the morning. He had me search the database for a collectable China plate featuring Anthony Wayne that was commissioned by the D.A.R. I found a couple of other historical figures featured on the commemorative plates from 1976, but not Anthony Wayne. Someone had offered to donate the particular plate, but he wanted to make sure there was not one already to avoid duplicate objects in the collection, a point that did not concern previous curators. Avoiding duplicate artifacts will help with the issue of finding space to house the artifacts. I also looked through past issues of *Old Fort News*, a publication by the historical society for a reference to Fort Wayne Outfitters. A donor thought that there was a previous reference to the store in an issue from the 1960s; I did not have success in finding it. I continued the task of transcribing the oral history of Grabill, a small farming community in Allen County. In the afternoon, I had a brief talk about the "Foolhardy History" program with Todd and Randy concerning the overall idea and the number of possible artifacts to be showcased. The program will have fifty different artifacts each day so that visitors on Friday can participate again on Saturday. I then read some articles about Chief Richardville, and compiled a list of ten important events in Miami Indian history. I left a little early today because I was a little tired from being ill.

Wednesday February 23, 2005



During the school group presentation today we had technical difficulties, so I entertained by playing the player piano more after my presentation to occupy the crowd. My ankles were tired by the time the video was working. The player piano does not always occupy the students' attention for a long time. We were lucky that the group was well behaved. The reaction of the students was as important as our reaction to the video problem. The rest of the day became devoted to planning "Foolhardy History." Originally, we were going to discuss the program for an hour, but we began searching for items in the collection. Most of the objects came from us picking up artifacts that we were not sure of what they were or that had a funny use. It was an interesting way for me to get to know the collection better, including such weird objects as a communion cup filler which could pour several cups at the same time.

Thursday February 24, 2005

Today during the school group I tried to trick the fourth graders during the piano presentation. I played a little with my hands, and then asked if they thought I could play with my feet while taking my shoes off. The kids knew how the player piano worked because the donor of the piano was a family member of one of the chaperones and she had told them about the piano while they were waiting to come upstairs. The chaperone giving information is better than doing nothing for the children, so I cannot be mad. After the school group, I typed the list of the objects that we found for "Foolhardy History" for both a legible list and for recording the old and new locations before and after the program. In the afternoon I finished transcribing the oral history for Walter, and then began the editing process. I joined Walter and Andrew for a meeting about the Native American case later in the afternoon. I will be responsible for finding the Native American artifacts that are not in the database and just have an inventory number and

taking pictures of the objects applicable to the display. I am excited to have an important part of this display. Many of the displays in the museum are twenty years old, and my part will have a small but lasting impact.

Monday February 28, 2005

This morning, since there was not a school group, I worked upstairs with Walter. I started to work on finding the items with inventory numbers pertaining to Native Americans to help with the research for the Native American exhibit. It was fun, but daunting looking through several boxes to find related items with the yellow inventory tags. Tomorrow or sometime soon, I will take pictures of the objects since there are no pictures recorded and the objects are not recorded in the database. I made a list of the artifacts to be photographed, but since Walter had forgotten his camera, I will take the pictures another day. After I finished the inventory, I worked on revising the oral history interview transcript by listening to the tapes again to catch my typing errors and phrases I misunderstood. In the afternoon Todd had me proofread some papers and a grant proposal. I then had to type the grant prospectus onto the application form. That was a challenge, because the typewriter did not have a correction ribbon in at first. Finally, Todd and I just downloaded the application which we filled out in Word and then faxed. I was getting very frustrated with the typewriter. I have typed some applications for myself in the past, but I never had the pressure of typing without the correction ribbon. I am very thankful for word processing programs. I spent the rest of the afternoon talking about "Foolhardy History" with Todd, and we decided that my next step would be to find locations and registration numbers for those artifacts we did not record previously.

Tuesday March 1, 2005

I worked on finding the registration numbers and locations for the artifacts and listed them on a spreadsheet for "Foolhardy History." After I finished updating the spreadsheet, I filled out school confirmation forms. First I updated the calendars so everyone in the museum knows when to expect a school group, and then I filled out and sent confirmation letters to teachers coming in the month of March. I also read a draft of a cover letter that Donn is planning to send out to school superintendents regarding the updated interactive displays. He wanted to send an excerpt of a report in the letter and was asking my opinion about the whole idea. It seems to me that many of the school corporations already know about the cases and the interactive displays are not big enough to draw in the school groups. This again confirms my sense that Donn is out of touch with the Education Department and does not even notice when school groups are in the building. I spent the afternoon taking pictures of the Native American artifacts for which we only had inventory numbers. After I had photographed the forty or fifty objects, I uploaded and edited the pictures for the rest of the afternoon.

Thursday March 3, 2005

This morning we had a school group, and I practically followed one group around. The chaperone was giving the students the answers out of the discovery guide and not even going to the displays, so I tried to give the students a little more knowledge on the displays. It was sad that the teacher had taken time to organize the trip to the museum, and the students were not going to benefit from the trip. In the afternoon I finished editing the oral history interview about the town of Grabill. I looked up the spelling of names, many of them Amish, in old county directories and books. It was difficult to find many of the names because they sounded different

every time the people pronounced them in the interview. They also mentioned towns in Germany where the Grabill family lived before they migrated.

Friday March 4, 2005

I uploaded photographs to the database for a few artifacts that Walter had previously taken. There are so many artifacts it seems useless to have just a few with pictures. While a few collections have pictures, I do not even think to look to determine whether there are photographs for many of the artifacts I search. I added descriptions for all of the Native American objects in the database, making it easier for us to find objects to place in the upcoming Native American display. It was interesting to find what objects are in the collection. Many of the objects were found when a house was digging a basement and uncovered an Indian grave. It is good that the artifacts are now safe, but it is sad that the grave was disrupted.

Monday March 7, 2005

I did most of the usual things today except I was given a special task. A girl from Columbus, IN wrote a letter to the museum requesting information for a school project she was doing about Little Turtle, a Miami Indian chief who was important in Allen County history. I replied to her letter and gave her some photocopied materials from the file in the archives and brochures for The History Center and the Chief Richardville house. I thought back to when I was in elementary school and how thrilled I would have been to receive any mail, let alone a package with information from a museum. I hope that I was helpful to the girl, and maybe the material she received will interest her in a future museum career.

Tuesday March 8, 2005

After the usual school group in the morning, I entered data in the computer for most of the afternoon. I entered the descriptions for many of the older artifacts that just had the name, number, and donor information in the database. It had been a long time since I had sat at a computer and typed for several hours. I had to remember the basics from my keyboarding courses in middle school and high school: sit up, keep my feet flat on the floor, and let my wrists hover over the keyboard. I did get a break from typing in the database, when I renamed the picture files I uploaded on the network with the object name so they could be identified in thumbnail size. It was not very exciting, but I was glad to get a short break from typing description after description. However, after marking my starting and stopping points in the database entry, I see progress that is encouraging.

Wednesday March 9, 2005

After the school group today Randy suggested that I introduce another topic for the children: women's clothing. I am not very thrilled with the idea of women's clothing, and I think the only reason Randy wants me to talk about the clothing is that former interns talked about them. He told me about the presentation the former interns gave to the children, and I did not think that it seemed appropriate for fourth-graders. I will think about adding the women's clothing topic to my school group presentation, but for now I will stick to what I know. In the afternoon I attended a meeting regarding the cost of the exhibit upgrades with Walter, Andrew, and Bob. I never knew how much money is spent on the exhibits, and since there are only a few exhibits left and still several thousands of dollars available from grants, much of the money will go into the innovation exhibit. The new exhibit will showcase the innovators and inventions

created in Fort Wayne that impacted the economy, history, and culture of the city. It was interesting to see how the money was distributed with more money being given to exhibits such as the Native American display and the innovation display, and also finding that some of the grant money was used to supplement salaries.

Thursday March 10, 2005

This afternoon I began polishing silver for the Native American display. I did some practicing and testing on the back of one piece of silver. I had to mix a special polish that would not scratch the surface. The only silver cleaning I had previously seen was my grandmother dipping her silver in a solution, which I found out today is mostly chemical. Walter explained that every time silver is cleaned it takes some of the surface off. I had to avoid the mark of the silversmith on the piece to avoid too much wear. I was excited to be trusted with cleaning some of the silver, which had not been cleaned in at least the twenty years that Walter has been at the museum.

Friday March 11, 2005

I came in to help with a school group since it was a large group and Todd would not be coming in today. The group came in to see the museum, but also one of the Focus Day events with the Smithsonian exhibit. The event was a storyteller, Greg Pedroza, who told stories from his culture using both Spanish and English to tell the stories to the fourth-graders and other audience members. Greg interacted with the children and they loved the stories. I was surprised that some of the children knew many of the Spanish words. I wondered if the children were

given a list of words to be familiar with before the presentation, or if many of them just knew them. Mr. Pedroza was wonderful with the children, and I am glad I was able to hear his stories.

Saturday March 12, 2005

Today I attended a meeting with the prospective archivist for the proposed basement archives. Donn dreamed up the project of turning the basement into interactive archives for school groups that would double as a lunchroom and he brought in an archivist for consultation. It does not seem logical to me to put children with food in the same room with archives, but such minor details do not stop Donn. One good thing that emerged from the day was that Donn realized how much work is involved in the project he schemed. Not only are there mounds of archival material unprocessed, but there are more in Walter's office and in the holding area. There is just not enough staff to process the archival material along with other duties and obligations of the museum. The museum is not moving forward like Donn wants it to and part of the reason is that he distracts the staff with several different projects. If I were in charge, I would try to bring the focus back to the staff get their input from the about projects they would like to see happen instead of dreaming up ideas by myself.

Monday March 14, 2005

Today I began cleaning the front surface of the silver cross from Little Turtle's grave. The tarnish came off very easily in some places, but was a little more difficult to remove in others. After Walter and I examined the surface a little closer, we decided that there was a finish on top of the silver. We applied a lacquer thinner and decided that a varnish, which is supposed to prevent tarnishing, had been applied to the silver. After the varnish was removed with

acetone, the surface became very clean. Walter had wanted the objects to look older and not perfectly tarnish free, and although the cross still had some imperfections, it was very shiny. I found it interesting that the silver was not completely polished while we were taking the time to clean the silver. My guess is that Walter either wanted the pieces to look old and worn, or did not want to damage the silver further with a thorough cleaning.

Tuesday March 15, 2005

This morning after the school group, Todd had me calculate the attendance figures for the recently closed "Our Journeys, Our Stories" exhibit from the Smithsonian. I had to find several numbers including the total attendance, Focus Day attendance, opening gala attendance, and the school group attendance. The attendance figures were definitely not what the museum was expecting. I think the attendance was low due to the inclement weather and the static nature of the picture and text exhibit. I also helped to tear down the exhibit some today. I helped to peel the lettering off of the panels. I definitely had an advantage since I had longer fingernails and more patience than the men who were also peeling the letters.

Wednesday March 16, 2005

In the afternoon Walter remembered that I should be recording the process of cleaning the silver. I had also forgotten that it would be a good idea for me to fill out examination and treatment reports for every artifact I clean. I could not fill out examination reports, a description of the artifacts and conditions, for the pieces that I had already cleaned, so I just wrote down the process and amount of time required to polish the silver pieces in treatment reports. For the rest of the silver I clean from now on, I will fill out a condition report before cleaning and a treatment



report after. It is important to record the process and materials used so the silver is not over-cleaned and the process can be recorded for future use to clean other silver pieces.

Thursday March 17, 2005

After the school group today, Walter, Andrew, Todd, Randy, and I met to discuss the innovation case before Walter and Andrew met with the exhibit designers later in the afternoon. We threw out several ideas that are probably overzealous, but I think it is good to get several ideas so that the design team has a better idea of what to plan for and can come up with more ideas on its own. In the afternoon I began brainstorming some alternate uses, definitions, or histories for the artifacts for “Foolhardy History.” It was difficult to remember what some of the objects look like, so it will be better when we all discuss them tomorrow. The best definitions are going to be those we thought of initially before we even knew the actual use of the object.

Friday March 18, 2005

I came in for the morning school group, and stayed to discuss possible answers for “Foolhardy History” artifacts. I was hoping to begin exchanging ideas right after the school group, but everyone had a different agenda and so we did not start until the afternoon. I was frustrated about staying later on my day off, but when we finally started the closed-door brainstorming session I was having too much fun to even worry about staying after. Todd, Randy, and I would go down the list of the already odd artifact and give even crazier definitions. It was one of the most fun times I have had during my internship.

Monday March 21, 2005

Today we bounced ideas off of each other for “Foolhardy History” again after the school group. We have been putting up a sign on a closed door that reads, “Do Not Disturb, unless there is a fire or somebody dies.” It is a little rude, but to accomplish anything in the office at The History Center, there can be very few interruptions. If we were to stay in the Education Department with no door, there would be someone coming back or calling over the intercom every five minutes. We needed to be away from distractions to stay on task and reach peak creativity. It was nice to feel like we had accomplished something because we worked straight until the creative vibe was starting to dwindle.

Tuesday March 22, 2005

After the morning school group I began to type in some of the answers for the “Foolhardy History” labels for the program. Todd and Randy have trusted me to pick out two of the best and least offensive false options and to research the actual use further. I was excited to have the responsibility, but a little nervous that I would omit answers that they felt were the best. I just picked the ones I thought were funny or looked like the object could perform the function. In the afternoon we had yet another brainstorming session. We can only go through about twenty of the one-hundred artifacts before we begin to repeat similar ideas, lose control, and burst into uncontrollable laughter.

Wednesday March 23, 2005

I continued to type more ideas into question format in the computer and later in the afternoon we had yet another closed door creative idea session. In the afternoon I did a very odd task. Walter was changing a light bulb in the dollhouse display. There were several fragments

of garland in the house from where a volunteer decorates it for Christmas. I had to find a small brush, gloves, and some scrap paper to sweep the dollhouse. I had not swept a dollhouse since I played with Barbie Dolls when I was little. It was fun to see the tiny furnishings up close, and Walter told me what miniature furniture needed to be re-positioned because the house had been bumped by children.

Thursday March 24, 2005

Today was about the same as others lately, after the school group, I went back to planning for “Foolhardy History.” After all of the planning and preparation that is going into this program, I am excited to see the outcome.

Monday March 28, 2005

“Foolhardy History” is getting close and we are finalizing the details. Todd has been keeping track of all of the hours that everyone has put into the preparation of the event for our own knowledge and also to provide the board members with the amount of effort put into one program. The board and staff do not work close, and the board seems to think that problems, including the need for increased earned income, can be solved simply by having more programs. I think the museum would run smoothly if the board was willing to help more with the ideas they come up with and if the staff was more open to some of the ideas that the board suggests.

Tuesday March 29, 2005

The majority of my time lately has been spent in the Education Department working on “Foolhardy History.” After the program is over I will make up some of the time I have missed

working with Walter in curatorial and archival duties. Today I found locations of objects we did not record before or had forgotten the exact location of. We also solved the issue of how to display the questions and decided that a tent fold would be the easiest and most economical solution. After I folded all of the printed cards in half, I attached the small squares that indicate whether an artifact is "Hands-On." The visitors will only be allowed to touch a few of the objects if they wear the white gloves. A few of the objects are not going to be handled because they are fragile, valuable, filthy, or the name of the object is on the artifact from the manufacturer. If I came to the event I would be excited about getting to wear white gloves and touch the artifacts. I was really impressed the first time I saw a collection behind the scenes at Minnetrista on the field trip in the Hist. 240 course. I will always remember when I saw there, including the funeral kits, and I did not even touch the artifacts but just saw them.

Wednesday March 30, 2005

Today we took a field trip to the offsite storage facility to gather the objects for "Foolhardy History." It was difficult to find some of the artifacts that were in boxes that we did not record on our list. Another challenge was protecting the fragile artifacts in padding and boxes while they were in the back of the van along with heavy objects farm implements, a bicycle, and a small washing machine. One of the things I learned today was how to pack all of the artifacts safely in the van. I wrapped the fragile objects in packing material, boxed them, and set them in the vehicle away from the large, heavy items. Luckily all of the items were returned to their locations.

Thursday March 31, 2005

On the eve of “Foolhardy History” we set up the tables and the artifacts throughout the room. This has been the best project I have worked on during my time at the History Center. I have had so much fun preparing the artifacts and answers for the program, and I get to see the program take place from conception to fruition.

Friday April 1, 2005

After all of the planning and preparation “Foolhardy History” finally took place and we dressed up in costume to create a fun, foolish atmosphere, four people showed up for the program. It was worth the trouble because the four people had a great time and they plan on coming tomorrow for fifty different artifacts. It is sad that after all of the planning for this great program that so few people attended. Several factors are possible for the poor turnout: beginning of spring break, poor marketing, or people do not want to spend Friday night downtown at a museum. I was a little disappointed, but still had a great time; hopefully more people will attend tomorrow afternoon.

Saturday April 2, 2005

Today there was a slightly better turnout: fourteen. Many of the participants wondered why there were not more people there because they had a great time. Even though not that many people attended, those who did enjoyed it. I guess that makes the many hours that we put in worthwhile and if it becomes an annual event more people will find out by word of mouth from year to year.

Monday April 4, 2005

In this morning's staff meeting Walter mentioned his solution for the financial difficulties of the museum. In "Museum 101" he learned that a museum needs a sustaining endowment to cover the basic facility and salary costs. Donn seems to want to make more money with ticket sales, which Walter says will never cover costs. It was interesting to see the two opinions and educational backgrounds. I agree with Walter that The History Center does need more endowments to cover costs and then any other grants or ticket sales are gravy. It is difficult to see museums like this, which do a great deal for the community and especially for school children, struggle to stay financially secure. In the afternoon I learned a valuable lesson in the curator lab: a little wheat starch goes a long way. After making the silver polish, I was used to adding a large quantity of the dry powder. However, when a large amount of wheat starch is added to water, it makes a thick gel. I had to add much more water to get the proper consistency for pasting a torn leather book binding back together. In the future I will add a little of the wheat starch at a time to the water. I was surprised that wheat starch was the best paste for the leather binding, but it is stable and will not chemically react with the leather.

Tuesday April 5, 2005

Returning the artifacts to their locations is the least fun and most laborious part of "Foolhardy History." It takes longer to attach tags than it does to take them off. The artifacts seemed heavier when we were moving them back; I guess the adrenaline rush and excitement had subsided. Later I attended a meeting regarding the Native American display with Walter, Todd, Andrew, and Laura, a Miami Indian. It was interesting to hear her opinions on the plans for the display. She also brought some ideas that we had not thought about, like incorporating the creation story so the religion of the Miami could be understood. In the afternoon Walter put

me in charge of finding some dresses for a loan. He does not like lending items from the collection, so I was supposed to find dresses that did not have information or provenance. The loan is for the Settlers, a group that runs a historical house in Fort Wayne. They are planning a program for women's suffrage and wanted some dresses to illustrate the changes in clothing as other changes were affecting women. I loved going through the dresses and finding several possibilities for different eras. I had to find items that were not fragile, not valuable, and had little historical information associated with them since they were leaving the site. Even though it is not possible, I wish I could go through the clothing room and try on all of the pretty dresses.

Wednesday April 6, 2005

I finished returning the "Foolhardy History" artifacts today, including the ones in the off-site storage building. After we returned to the museum, Todd and I calculated the total hours invested in planning, preparation, and execution of "Foolhardy History." It amounted to about forty hours of preparation for every hour of program. He said that is the average ratio of planning to execution for a program. Planning programs could be a full-time position for someone at the History Center! Todd kept track of the hours invested so he could show the board the work that goes into planning programs since they suggest having more programs but are removed from the actual process.

Thursday April 7, 2005

I spent all day with Walter today since Todd and Randy are not in today. I processed an archival collection of a club called Morning Musical. I feel strange just throwing away of the irrelevant and duplicate information. Somebody took the trouble to keep all of those papers, and

I get to decide what stays and goes; it is very empowering. A woman came today to look at the dresses for the Settlers to loan. She picked out three dresses which I boxed. She also borrowed two mannequins. It was a bad day for moving the dresses and mannequins since it was raining, but they are as protected in the boxes as they can be outside of the museum environment. I was glad that I was able to handle this task from beginning to finish.

Monday April 11, 2005

Today I looked up information on one of the artifacts that Todd was considering using for a hands-on exhibit. The object is a stuffed two-foot alligator that was used in a Fort Wayne bookstore as a window display. I found some old photographs of Albert the Alligator in the bookstore photo file. He would be dressed up in costume for certain occasions, such as a bunny for Easter, and a confederate soldier to promote *The Red Badge of Courage*. Todd's idea was to allow kids to try hats on Albert the Alligator. I was nervous about the idea of kids touching an old fragile alligator, and thankfully, after Todd saw all of the information about Albert, he decided that he was too valuable.

Tuesday April 12, 2005

After the school group this morning, we were told that Eric Olsen from Channel 21 television station wanted to do a feature story on "Foolhardy History." He was just a little late! However, we set up some of the best artifacts so that he could film them. Hopefully it will get some attention to the History Center in general and maybe interest people to come for the program in 2006.



Wednesday April 13, 2005

I went on a trip with Randy and Donn to Topeka, IN to talk to Amish cabin builders. Donn wanted them to build a visitor's center from canal lock logs The History Center already possesses. The trip was a waste because they only build with logs that they mill. When I returned later that afternoon, I helped Walter choose the remaining pieces of silver to clean for the Native American display.

Thursday April 14, 2005

I polished the silver that we picked out yesterday. I cleaned the surfaces very lightly, because of couple of the artifacts are cracked and fragile. The silver polishing process is going more quickly now, in part because I know exactly what to do and the objects only need a light cleaning. The case the silver objects are going to be placed in will hopefully protect them from further tarnishing; the case is airtight and there is silver paper to absorb gases.

Monday April 18, 2005

I learned how to use a read a sling psychrometer this afternoon. I found the humidity levels by wetting one end of a thermometer and leaving the other thermometer end dry. Looking at the chart, I compared the numbers and found the percentage. It was not just for my benefit either, it had a practical purpose. Once I had found the relative humidity, I calibrated the permanent humidity readers in the storage rooms. I had never seen an instrument like this one, and I was glad to know how one works in case I would ever need to use one again. I also entered some of the clothing descriptions into the database. Walter told me I need to find a place to stop that is not in the middle of a category. I should definitely have time the finish entering the

descriptions for the “History- Clothing” category, and maybe even the “History-Currency” category since there are only three artifacts in the file.

Tuesday April 19, 2005

In the afternoon the woman from the Settlers came to return the dresses she borrowed for a women’s suffrage program. After she had signed the return agreement and left, I hung the dresses that she had borrowed on better hangers with more support, putting the least amount of stress possible on the old, fragile fabrics. It amazes me that these dresses have lasted so many years. When I am finished with my clothing I either give it to my sister or it gets tossed. Most of the dresses were not worn every day and maybe that is why they had been saved and eventually donated.

Wednesday April 20, 2005

I went with Donn, Todd, Randy, and an Amish contractor to see the huge lock logs that Donn wants to construct into a visitor’s center for the Richardville House. The logs are huge and look worn to me. I am wondering how the logs will be able to form a safe, stable cabin without adjusting the shape too much, a stipulation of the donation. The logs look like junk to me, even though they have an important history. Even though I cannot see Donn’s final vision, I will try my best to be positive throughout the process. When I returned to The History Center I made braces for arm bands to be mounted on in the Native American case. In order to prevent the arm bands from slipping about in the case I attached cylinders to a base to be put in the air-tight silver conservation case. I used some of my domestic training from my mother in this project: I stitched the cylinders to the base. In order to make the case more sustainable, I used thread

instead of glue or tape. Walter explained that the thread is a mechanical solution rather than a chemical one like tape.

Thursday April 21, 2005

Today I was frustrated with the school group because they had three adults for fifty students. I had to lead some of the students around when I had other things that I should have been doing. The earlier groups without chaperones did not frustrate me as much as this one, maybe because I am now familiar with the exhibits and it is boring for me to go over the same questions. In the afternoon Walter asked if I would be interested in conducting an oral history interview next week. Peter, an intern who will be leaving about the same time I will, grew up in Venezuela and I am going to interview him about his childhood and then his move to the United States and Allen County. I am definitely not nervous about interviewing him because I know many of his stories and it will be more like talking to a friend than conducting an interview.

Monday April 25, 2005

This morning I gave the orientation presentation solo. Randy was coming in late, so I handled the group myself. I knew the group was going to be small and from a Christian school, consequently I was not hesitant in volunteering to lead the children. The kids were very receptive, but I was not sure how well I did until I talked to the teacher later. I gave her the evaluation to mail back to the Education Department, and she voluntarily told me that I had done a great job. I was pleased to know that I had done well, and it gives me confidence that I can hold an audience captive at The History Center or other venues. I feel like I am on the same level as staff members since I was able to perform a daily task normally performed by Randy.

Tuesday April 26, 2005

In the afternoon I interviewed Peter to collect his oral history. I had composed several questions relating mostly to his life growing up in Venezuela. Before the interview I was very nervous, but once we started the interview, it went very well. Luckily I remembered to leave a lead on the tape, and test the sound, and position the tape recorder in between myself and the narrator, just as I had learned in Hist. 240 Introduction to Public History. Unfortunately the museum had lost the external microphone, so I had to settle for the internal microphone which did affect the sound quality. I think that the microphone had been lost by someone doing an interview in the past; perhaps this is one of the reasons that Andrew is protective of his tools and space. The interview went well and I felt that I learned not only about the oral history interview process firsthand, but I also learned about Venezuela and Peter's experience of growing up in Latin America.

Wednesday April 27, 2005

After addressing the school group today I filled out the school group confirmation forms for May and mailed them; it will be a short-term lasting legacy I leave for The History Center. I was definitely glad to be finished addressing envelopes for awhile. In the afternoon I lent my pie baking services to Kelly the Facilities Coordinator. She caters some of the food for History Center events, and there is an event pertaining to The Maumee Valley Heritage Corridor tomorrow night. Kelly is pushed by the board to rent out rooms in the museum because it is a source of income for the museum. In the afternoon I helped her bake several pies for the event and also helped with the soup. This is an example of an atypical responsibility a staff member in